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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Morning Meeting**  **(8:30 – 8:50)** | **Greeting**-Greeting each other using the Favorite color Greeting  **Sharing**-Students will share “Good Things” and three students will ask questions or make comments.  **Group Activity**—Beach ball--multiplication  **Morning Meeting**—Read and Interpret a line graph and capitalization | **Greeting**-Greeting each other using the same birthday month greeting  **Sharing**-Students will share “Good Things” and three students will ask questions or make comments.  **Group Activity**—Beach ball--multiplication  **Morning Meeting**—Make or add correct information to the line graph | **Greeting**-Greeting each other using the Playing cards (same number) greeting pg. 109 in Morning Meeting Book.  **Sharing**-Students will share “Good Things” and three students will ask questions or make comments.  **Group Activity**—Beach ball --division  **Morning Meeting**—Area and Perimeter | **Greeting**-Greeting each other using the favorite subject greeting  **Sharing**-Students will share “Good Things” and three students will ask questions or make comments.  **Group Activity**—Beach ball-addition  **Morning Meeting**—cubic and square in math--define | **Greeting**-Greeting each other using the one-minute greeting pg. 168 in Morning Meeting Book.  **Sharing**-Students will share “Good Things” and three students will ask questions or make comments.  **Group Activity**—Beach ball--subtraction  **Morning Meeting**—factor tree |
| **Character Education**  **(25 minutes)**  **(9:00-9:25)** | Library—Ms. Knox (Anthony-Jones) | Library-Knox--Essix  **Be Proactive**: Responsible—Define and discuss examples  Relate this term to what is presented in the student handbook  Students will watch a character education video on being responsible  [www.teachertube.com](http://www.teachertube.com)  [www.internet4classrooms.com](http://www.internet4classrooms.com) | **Be Proactive**  Students will illustrate or write about a time they were responsible using sticky notes or index cards.  These will go on bulletin board. | **Be Proactive**  Students will work together in groups to demonstrate appropriate and inappropriate ways to show respect and responsibility.  (Create the social contract) | **Be Proactive**  Students will set goals on how they can become more respectful and responsible this school year.  These goals will be written in writing journals. Teacher will chart some of the goals on MS Word document using the computer |
| **Reading/ELA**  **(90 minutes)**  **(9:30-11:00)**  Word study, comprehension, metacognition  Writing  Speaking/listening/viewing integration  Technology integration—Teacher will go over reading strategies with students and a chart that discusses what good readers do Monday through Friday using the smartboard at:  [www.paec.org/david/reading/general.pdf](http://www.paec.org/david/reading/general.pdf)  *Chart is also located on the* [*www.mrsanthony-jones.wikispaces.com*](http://www.mrsanthony-jones.wikispaces.com) *website* | ***Reading***—(Word Study &Vocabulary Development)--Word Parts pg. 41 **R.WS.05.03, 04, 05**  Decoding Unknown Words pg. 46 **R.WS.05.01, 02**  ***Writing***-Teacher will go over the writing rubrics (Response to Paired Reading Selections) and (Peer Response to a Student Writing sample) pg. 94 & 92 in MEAP Jumpstart book  This will give students an explanation of what readers think about as they score their writing.  Rubrics will be viewed on the overhead projector and teacher will explain what a 4, 3, 2, and 1 means. These rubrics also can be viewed via smartboard online at <http://www.michigan.gov/mde/0,4615,7-140-22709_31168-233760--,00.html> | Scantron testing is at 10:00 am (Essix)  Scantron Testing at 11 am in the lab (Anthony)  ***Reading***—(Word Study &Vocabulary Development)—Multiple-Meaning Words pg. 50 **R.WS.05.02**  ***Writing***-Response to Students Writing  Teacher assigns students a writing partner. Students meet in writing area with writers’ notebook. **Mini-lesson:** What makes writing interesting?  [www.aaronshep.com/youngauthor/elements.html](http://www.aaronshep.com/youngauthor/elements.html)  Students will answer question with writing partner (3 students share).  Teacher will show students the list on the above website: ***Tips for Young Authors***  Students will record this in their writing notebooks. | ***Reading***—(Word Study &Vocabulary Development)—Symbols and Idioms pg. 54  **R.WS.05.07**  Analogies pg. 58 **R.WS.05.07**  ***Writing—***Teacher will show students a sample 6th grade student writing. Students will answer the question: Does this 6th grade writing need improvements? Explain. Students answer question independently. Teacher will go over the question and write students answers on a chart or smartboard. Teacher will add other improvements to students list to their list.  Sample is located on  [www.mrsanthony-jones.wikispaces.com](http://www.mrsanthony-jones.wikispaces.com)  Mini-lessons: Six Traits of writing | ***Reading***—(Word Study &Vocabulary Development)—Defining Words Using Resources pg. 62  **R.WS.05.07**  ***Writing—***Teacher will show students another sample 6th grade student writing. Students will work together and discuss with partner any strengths and weaknesses. (Three students share their strengths and improvements).  Teacher makes a chart using MS Word on students’ examples. Chart will be printed and posted in classroom for future reference.  Mini-lesson: Lead Sentence | ***Reading***—(Word Study &Vocabulary Development)—Chapter 1 MEAP Review pg.66-70  ***Writing—*** *Students will complete* peer response to a student’s writing sample independently.  (Teacher will display the checklist and rubric to Peer Response writing again on the smartboard at: <http://www.michigan.gov/mde/0,4615,7-140-22709_31168-233760--,00.html> Student can self-assess their writing. |
| Homework/Reading  (Mon and Wed) | FOCUS: Vocabulary--Scantron reading homework—all homework will be differentiated according to students ability |  | FOCUS: Vocabulary--Scantron reading homework—all homework will be differentiated according to students ability |  |  |
| Homework/Writing  (Tues and Thurs) |  | Students will be given feedback on Autobiography to make the necessary corrections—editing and revising |  | Type or write the final copy –due date Friday—may e-mail the homework to me at [tarean7@aol.com](mailto:tarean7@aol.com)  [Mrsanthony-jones@wikispaces.com](mailto:Mrsanthony-jones@wikispaces.com) |  |
| **Break (15 minutes)— 11:00-11:15**  Bathroom/drinks/movement activity |  |  |  |  |  |
| **Social Studies**  **(60 minutes)**  **(12:30-1:30)**  Writing Integration  Speaking/listening/viewing integration  Technology integration |  |  |  |  | **Ms. Knox—Computer Lab** |
| **Lunch/**  **(30 minutes)**  **(12:00-12:30)** |  |  |  |  |  |
| **Mathematics**  **(60 minutes)**  **(12:30-1:30)**  Reading/Writing integration--***R.CM.05.04 apply significant knowledge from grade-level science, social studies, and mathematics texts***.  ***W.GN.05.03 write a position piece that demonstrates understanding of central ideas and supporting details***  Speaking/listening/viewing integration  Technology integration | Formal assessment on multiplying, dividing, adding & subtracting with decimals, and mean, mode, median.  Students who need more help will receive an extension on the assignment. (Teacher work with them in small groups or on-on-one). These students may also watch video on how to complete problems and practice on smartboard or small white board.  [www.adaptedmind.com](http://www.adaptedmind.com)  [www.ixl.com](http://www.ixl.com)  Students who obtained these concepts will move to new concepts. | **M.UN.05.01** Students will recognize the equivalence of 1 liter, 1,000 ml and 1,000 cm3 and include conversions among liters, milliliters, and cubic centimeters. **M.UN.05.02 Students will** now the units of measure of volume: cubic centimeter, cubic meter, cubic inches, cubic feet, cubic yards, and use their abbreviations (cm3, m3, in3, ft3, yd3).  Teacher models on smartboard and students use textbook to view pictures of each measurement.  Students will practice using dry erase boards and marker. Teacher can quickly pick up on who understands or doesn’t.  ***Writing***  Students must also write how to solve problem step by step in math writing journals.  Students can view these steps on [www.adaptedmind.com](http://www.adaptedmind.com) and [www.ixl.com](http://www.ixl.com) | **M.UN.05.01 M.UN.05.02**  **M.UN.05.03** Compare the relative sizes of one cubic inch to one cubic foot, and one cubic centimeter to one cubic meter.  **M.UN.05.04** Convert measurements of length, weight, area, volume, and time within a given system using easily manipulated numbers.  Teacher models on smartboard and students use textbook to view pictures of each measurement.  ***Writing***  Students will write what cubic and square means in mathematical problems. Then, students will make up their own problem and have someone else solve it.  More Practice:  [www.adaptedmind.com](http://www.adaptedmind.com)  [www.ixl.com](http://www.ixl.com)  Interactive learning for students/hand-on | **M.UN.05.03**.  **M.UN.05.04**  Students will take assessment on measurement.  Teacher continues to work with students who still do not comprehend and use peer tutors to help.  Teacher may have to reteach division and multiplication.  Teacher will also introduce geometry (**G.TR.05.01—Associate an angle with a certain amount of turning)** to those who are ready to move on.  ***Writing***  Students must be able to express in writing that when going from smaller unit of measurement to a larger unit of measurement, you divide and larger to a smaller unit of measurement, divide. | **G.TR.05.01; 02**  **Students will know that angles are measured in degrees and associate this with the amount of turning.**  **Students will measure angles with a protractor and classify them.**  Students will play online game on [www.ixl.com](http://www.ixl.com) (20 min) and use modeling clay to make each angle.  Students must illustrate and write terms learned and must be able to explain in writing if an angle is obtuse, acute, straight, or right. |
| **Science/Health**  **(60 minutes)**  Writing Integration  Speaking/listening/viewing integration  Technology integration | Video on kinetic and potential energy.  [www.youtube.com](http://www.youtube.com)  [www.yeachertube.com](http://www.yeachertube.com)  Students read together and students answer review questions at the end.  Teacher goes over questions with students. |  | **P.EN.06.11 Identify kinetic or potential energy in everyday situations (for example: stretched rubber band, objects in motion, ball on a hill, food energy).**  Teacher models kinetic energy from potential energy and show student examples on internet.  Students demonstrate other ways to show the two types of energy.  Students make a Venn diagram to list similarities and differences of the types of energy and then write a paragraph |  |  |
| **Other Subjects**  **(indicate times)** |  |  |  |  |  |